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17. ABSTRACT (MAX. 280 WORDS)

An outline with suggested teaching practices for the in-service teacher training program is presented. A general outline of the overall program includes information on staff of the demonstration school, the classroom observations and demonstrations performed, and the conferences held which relate directly to instruction. The material used in the demonstration includes the care and arrangement of the classroom, classroom routines, classroom management and control, lesson planning, standards for written work, materials of instruction, and evaluation and testing materials.

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HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR
CAMBRIDGE

BOARD OF EDUCATION
BUFFALO, NEW YORK

PROGRAM
OF
1963 - 1964

DEMONSTRATION SCHOOL NO. 12

JOSEPH MANCH
Superintendent of Schools

GERALD B. LEIGHBODY
Deputy Superintendent

HOWARD S. VAN HOFF
Director of Elementary
Education

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Program of In-Service Training of Teachers 1963 - 1964

I. Staff of the Demonstration School

Grade 6	Mrs. Edith Schmidt
Grade 5	Mrs. Edith Salisbury
Grade 4	Miss Rosemarie Peritore
Grade 3	Mrs. Helen Sexton
Grade 2	Mrs. Dorothy Kreiner
Grade 1	Mrs. Dorothy Herlofson
Kindergarten	Mrs. Charlotte McNeal
Reading Consultant	Miss Kathryn Summers
Speech Consultant	Miss Catherine Smith
Science Consultant	Miss Evelyn Gebhardt
Supervisor	
Principal	Miss Helen K. Burns

II. Classroom Observation and Demonstrations

A. Observations at the assigned grade level
B. One observation above and one below the assigned grade level
C. Two science demonstrations
D. One speech class demonstration
E. One reading demonstration

III. Conferences Relating Directly to Instruction

A. Two conferences with the classroom teachers
B. Two conferences with the science teacher
C. One conference with the reading consultant

I CARE AND ARRANGEMENT OF CLASSROOM

A. Permanent Items

1. Attendance record on chalkboard
   Membership
   Attendance
   On Time
2. Bell work
3. Teaching aids
   (Corrective English, safety slogans, alphabet charts, etc.)
4. Seating chart
5. Teacher's schedule
6. Teacher's plan book
7. Flag
8. Additional items relating to grade area
   (Daily News, Current Events, Weather, etc.)

B. Arrangement of Materials and Equipment

1. Chalkboard material
   (Sufficient chalkboard areas available for instructional use)
2. Seats, teacher's desk, bookcases, etc. - placement
3. Books and materials of instruction
4. Display boards and areas

C. Satisfactory and Comfortable Physical Conditions

1. Heat
2. Light
3. Ventilation
4. Seats - adjusted to correct size for children

D. General Appearance

1. Orderly arrangement of equipment and materials
2. Material related to current instruction
3. Material to stimulate interest - special projects - book corners - aquarium, etc.
4. Decorative material to promote a pleasant atmosphere

II. CLASSROOM ROUTINES

A. Greet pupils at door of classroom as they enter
(Supervise lockers and classroom)

B. Set up procedure for entrance of pupils

C. Have bell work ready
(Place on chalkboard the day before)

D. Set up procedure for opening exercises
(Use student leaders)

E. Establish routines for:
1. Passing of papers, books, and other materials
2. Collecting of papers, books, and other materials
3. Sharpening of pencils
4. Using the wastebasket
5. Leaving the room and recess procedure
(Lavatory regulations)
6. Conducting fire-drills and air-raid drills
7. Reporting attendance
8. Collecting money for banking, milk, etc.

F. Provide for adequate relief exercises and games

G. Set up procedure for passing of pupils
1. To other classes
2. To auditorium
3. To cafeteria
4. For dismissal

H. Assign room duties to children
1. Dusting
2. Caring for erasers
3. Watering plants
4. Miscellaneous

I. Assume responsibility for:
1. Preparation of materials for the day
2. Care of windows (ventilation)
3. Care of shades
4. Bell work ready the day before
5. Care of chalkboards and chalktrays.
6. Care of materials
7. General upkeep of classroom

III. CLASSROOM MANAGEMENT AND CONTROL

The most desirable classroom discipline places its emphasis on attitudes, ideals, beliefs and habits that result in behavior which is acceptable both to the individual and to society.

Underlining Factors in Promoting Good Discipline

A. The Teacher Herself

1. Appearance
2. Posture
3. Voice
4. Alertness
5. Self-confidence
6. Courteous manner
7. Adequate background
8. Thorough preparation
9. Respectful attitude

B. The Teacher in Relation to the Pupils

1. Accept all children assigned to the class on a fair, impartial and considerate basis.

2. Recognize that all the children have been placed in the class according to the best judgment possible.

3. Understand the reason for the placement of every child in your class. Recognize that placement depends on a total school policy. Do not be hasty in your judgment until you "see" the entire policy at work and understand its objectives.

4. Consider the individual differences in every child based on his:

   a. Personal differences
   b. Educational levels

      1. Achievement level
      2. Intelligence level
      3. Performance level

5. Provide for pupil participation in all the activities of the school day.

6. Create a spirit of enthusiasm and cooperation by constantly upholding high standards of conduct, by emphasizing the practice of right responses and correct procedures and by praising the worthy efforts of the pupils.

7. Promote a feeling of social consciousness wherein there is a mutual respect for the rights of others and a respect for the necessary rules and regulations which must govern the class and the school.

8. Develop a feeling of class pride and a school spirit based on a tradition of fine standards.

C. The Teacher in Relation to Her Daily Work

1. Take time to establish all necessary classroom routines.

2. Insist that these routines be followed consistently

3. Organize and plan your lessons carefully. Know exactly what you are going to do throughout the day.

4. Have all the material you are going to use ready before hand.

5. Gear the teaching and evaluate the results in relation to the ability of the class.

6. Be patient with slow children. Many of these children do learn, but it is often through constant repetition. Never criticize their efforts, no matter how feeble, if it is their best. Also avoid making unfavorable comparisons.

7. Anticipate difficulties and be ready to meet them. The best discipline is the preventive kind. The policy should not be, "What shall I do when this happens?" Just don't let it happen.

8. Prepare the children well in advance when changes in the schedule are necessary. They often react unfavorably to changes when they are notified suddenly.

9. Develop the ability to see "out of the corner of your eye" and "sweep" the room with your eyes so that all children feel included in the work. However, try to strike a balance; avoid making issues of every incident. Learn to discriminate between the significant and insignificant.

10. Make as few regulations as possible regarding classroom behavior, but be sure that children understand the need for these and then rigidly enforce them. (Gum, tardiness, raising of hands, calling out, etc.)

11. Take your time

* * * * * *

You will discover that the problem that looms like a mountain of disaster at the end of a tired day often decreases to molehill significance after a refreshing period of rest. One teacher expressed it thus, "God surely had classroom teachers in mind when He put a night between two days."

IV LESSON PLANNING

A. Suggested Outline for Lesson Plan
   1. Aim
   2. Materials
   3. Procedure
      (Motivation, Introduction, and Development)
   4. Summary

B. Suggested Guides for Evaluating Lessons
   1. The aim or purpose was accomplished
   2. Suggestions found in the Curriculum Guide and Teacher's Manual were employed.
   3. The introduction stimulated interest and developed readiness.
   4. The lesson was developed step by step, carefully and systematically.
   5. Effective, thought-provoking questions were used
   6. A variety of materials were used
   7. The lesson related to previous experiences, proceeding from the known to the unknown, from the concrete to the abstract.
   8. As the lesson progressed the interest of the children was stimulated and motivated.
   9. Individual differences were considered
   10. Meaningful drill or practice was provided
   11. The children were guided to find out rather than being told the information.
   12. Provision was made for pupil participation and activity
   13. The teacher supplemented the textbook (additional information)
   14. The work challenged the children, yet was easy enough to permit success.
   15. Written assignments related to the lessons - purposeful, clear, definite (Written lessons should never be used to fill in time.)
   16. A summary concluded the lesson
   17. The teacher helped the children evaluate the effectiveness of their learning.

C. Suggested Good Practices

1. Books, papers, pencils, crayons, etc. are passed (or taken out) at the time they are to be used, not beforehand
2. Teach children to speak loudly enough so that all can hear
3. Questions are carefully worded, avoiding:

   "How about" or "What about" questions
   Questions which suggest answers
   Questions which can be answered with "yes" or "no"
4. Ask a question before naming a pupil to answer it
5. Use different terms of approval
   (avoid repetition of "All right")
6. Use the expression "Tell <u>us</u>" in preference to "Tell me"

V. STANDARDS FOR WRITTEN WORK

A. Teacher

1. Legible writing
2. Correct spelling and punctuation
3. Correct grammar
4. Suitable arrangement on blackboard

B. Pupils

1. Legible writing
2. Correct spelling and punctuation
3. Correct grammar
4. Neat - well arranged
5. Margins and Headings observed
6. Corrections carefully made
7. Use of pencil or ink

C. Display of Written Work

1. Attractively mounted and displayed
2. Related to current class work or season
3. Titles and labels used
4. Related to various subject areas

D. Collection of Children's Work

1. Individual folders
2. Class folders (acc. to subjects)

VI. MATERIALS OF INSTRUCTION

A. Basic Materials
1. Basic text books
2. Reference books
3. Library books
4. Charts relating to subject areas
5. Maps
6. Globes
7. Pictures
8. Blackboard and chalk

B. Teaching Aids
1. Flannel board
2. Flash cards
3. Models, specimens, etc.
4. Charts, graphs, etc.
5. Number boards, charts, etc.
6. Teacher-made devices
7. Pupil-made devices
8. Experience chart holders
9. Day by Day calendars
10. Easels
11. Material from Buffalo and Erie County Library
12. Material from Albright Art Gallery
13. Museum of Science
14. Historical Society
15. Miscellaneous

C. Audio-Visual Machines and Materials
1. Sound projectors and films
2. Silent projector and films
3. Record player and records
4. Tape recorder
5. F. M. Radio
6. Television
7. Film strip projector and film strips
8. Opaque projector
9. View master and slides
10. Film strip pre-viewer and slides

VII. EVALUATION AND TESTING MATERIALS

A. Standardized Tests
1. Individual Intelligence Tests
2. Group Intelligence Tests
3. Achievement Tests
4. Reading Readiness Tests (Grade 1)
5. Reading Tests to accompany basic readers

B. School Tests
1. Teacher-made tests
2. Board of Education examinations (Grades 4-6)

C. Report Cards
1. Scholarship
2. Behavior
3. Attendance and Punctuality

D. System of Marking Report Cards